



**CAREER AND
LIFE MANAGEMENT 20**

**IMPLEMENTATION MANUAL FOR
ADMINISTRATORS, COUNSELLORS AND TEACHERS**

1988

Curriculum
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1988

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ACKNOWLEDGEMENTS

DEVELOPMENT

This manual has been developed through the cooperative efforts of many individuals who have focused on how the Career and Life Management curriculum can best be implemented in Alberta high schools. In particular, we would like to thank the members of the Career and Life Management steering and sub-committees. Much of the information included in this document responds to issues and concerns raised by administrators, counsellors, and teachers during the early stages of implementation.

ADMINISTRATION AND PRODUCTION

This program has been developed within the Senior High School Program Unit, Curriculum Design Branch, Alberta Education.

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NOTE

This publication is a support document. The advice and direction offered is not mandatory in any way.

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1. Purpose

To assist principals, counsellors and teachers to implement the Career and Life Management 20 (CALM) curriculum.

This manual provides information concerning the CALM curriculum and suggests strategies for its successful integration within the existing high school program. Sources of support and assistance are also included.

A major portion of this manual addresses the concerns, questions and issues raised by administrators and teachers during the development of the CALM curriculum.

This manual should be used in conjunction with the *Career and Life Management 20 Course of Studies, Teacher Resource Manual - Core Program* and *Teacher Resource Manual - Optional Program*.

2. Overview of the Program

CALM is a new core course with an emphasis on process learning and a broad range of content, providing an opportunity for students to establish short- and long-term goals and to practise the skills that will help them meet those goals.

CALM is compulsory, to ensure that all students have access to information that will help them plan for the future and give them the opportunity to build skills that will improve how they manage their lives.

Careful planning and an understanding of the intent, structure, expectations, goals and objectives of the curriculum are essential for successful implementation of this program. With this planning and understanding, each school will be able to adapt the curriculum to meet the needs of the students within their local community. The program can be enriched through

participation and support of the local agencies and organizations.

2.1 Implementation Time Line

In 1988-89, CALM 20 will become a compulsory course for all students entering Grade 10. As CALM is a Grade 11 course, we anticipate the majority of the students will take CALM 20 in the 1989-90 school term.

September 1987. CALM available on an optional basis. Schools are encouraged to offer CALM to at least one or two classes during 1988-89 to facilitate smooth implementation. An interim curriculum guide was distributed to all high schools in May 1987. A draft Teacher Resource Manual was available upon request to any teacher who offered CALM 20 during the 1987-88 school term.

February 1988. Teachers, administrators, members of the public, and government departments were asked to critique the support documents.

September 1988. The final versions of the course of study and two teacher resource manuals will be distributed to schools.

September 1990. CALM will be implemented for Integrated Occupational Program (IOP) students. Since it is suggested that CALM be offered in the third year (Grade 12) of the program, the majority of IOP students will undertake it in 1993-94.

2.2 Course Code: 2416

2.3 Credit Allocation: Three, Four, or Five Credits

Three credits are required for General and Advanced High School Diplomas and the Certificate of Achievement. CALM can be expanded to four or five credits by adding one or two one-credit optional modules.

2.4 Course Structure

2.4.1 CORE Program (3-credit)*

The themes, sub-themes and learning expectations may be sequenced at the teacher's discretion. Minimum time allocations are recommended for each theme and sub-theme to ensure students address each of the key elements of the curriculum and recognize the interrelationship and interdependence of the topics. (Refer to Appendix A-1 for an overview of the core themes and sub-themes.)

Core Themes

A. SELF-MANAGEMENT (9 HRS.)	E L E C T I V E T H M E
B. WELL-BEING (9 HRS.)	
C. RELATIONSHIPS (10 HRS.)	
D. CAREERS AND THE WORLD OF WORK (11 HRS.)	
E. INDEPENDENT LIVING (12 HRS.)	

Required Time
(51 hrs.)

Elective
Time
(11-24 hrs.)

* 3-credit courses require 62-75 hours of instruction.

2.4.2 OPTIONAL Program (4- or 5-credit)**

Five optional modules have been developed to allow schools to provide more in-depth study of topics introduced in the 3-credit core curriculum. Each module is designed for 25 hours (1 credit) of instruction. (Refer to Appendix A-2 for an overview of the optional modules and sub-themes.) Schools should select modules that are particularly relevant to their students, teaching expertise and resource support.

Optional Modules

HUMAN SEXUALITY ¹ (25 HRS.)
DEALING WITH CRISES (25 HRS.)
ENTREPRENEURSHIP (25 HRS.)
CONSUMER AND INVESTMENT CHOICES (25 HRS.)
CULTURAL BRIDGES (25 HRS.)

** 4-credit courses require 100 hours of instruction;
5-credit courses require 125 hours of instruction.

¹ Requires board and parental approval.

2.5 Course Objectives

The objectives of the CALM curriculum are that the student:

- develops a *positive self-concept* and an *understanding of personal interests, values, aptitudes and abilities*
- promotes *independent personal management* by developing the ability to make choices and accept challenges that take into account significant others, values, responsibilities and resources
- develops an *awareness of health as a resource for everyday living*: that health maintenance contributes to achieving control over and improvement of personal well-being; to the process of realizing goals and satisfying needs, and to coping with changes in the environment
- develops *knowledge about career options* and *determines personal career strategies*
- develops an *awareness of the relationship between and among personal economics, lifestyle and occupational planning*
- develops the *ability to apply effective thinking and communication skills in order to function well in society*.

2.6 Generic Skills

CALM focuses on building three generic skills:

- to *develop and practise personal communication skills*
- to *build knowledge of personal thinking skills and strategies, and*
- to *learn to deal with feelings*.

The development of these generic skills will help students build confidence in their ability to cope with the stress of

growing up and living within a rapidly changing society.

In addition, students will have the opportunity to:

- set and plan realistic personal goals
- assess and reflect on their abilities and potential
- consider how their personal characteristics affect their learning and decision-making processes
- test their ideas and current expectations in a non-judgmental and safe environment.

2.7 Process Orientation

The diversity of student skill and experience and the need to define, in personal terms, strategies to deal with personal and social issues require an instructional approach that is process-oriented.

The process approach provides for the active involvement of the student through:

- structuring the content to meet individual student needs
- allowing students to reflect on and personalize the information and ideas outlined within the course
- encouraging students to share their ideas and to consider the point of view of others.

For further information on the process orientation, refer to the *CALM Teacher Resource Manual - Core Program*.

The Teacher Resource Manual contains instructional strategies and learning activities appropriate for Integrated Occupational Program students.

2.8 Adult Students

CALM 20 is waived as a diploma requirement for students who meet the definition of "adult student" in the Junior - Senior High School Handbook.

2.9 Resource Support

2.9.1 Curriculum Support Documents

The following documents will provide assistance to teachers and administrators:

- *Course of Studies* (Alberta Education - distributed September 1988)
- *Teacher Resource Manual – CORE PROGRAM** (Alberta Education - distributed September 1988)
- *Teacher Resource Manual – OPTIONAL PROGRAM* (Alberta Education - distributed October 1988)
- *CALM Inservice Guidebook* (ACCESS NETWORK and Alberta Education - available from ACCESS NETWORK - distributed April 1988)
- *Guidelines and Strategies for Implementing Career and Life Management 20 in Alberta Catholic High Schools* (ACSTA and Alberta Education - available from ACSTA September 1988)
- CALM Model Workshop Plan (Alberta Education - available upon request from CALM Program Consultant, 422-4872 or 427-2984).

2.9.2 Resource Costs

Because of the scope of content and the anticipated variation in resource support that may occur throughout the province, an extensive list of authorized resources has been identified.

The Learning Resources Distributing Centre Buyers Guide contains a list of available BASIC and RECOMMENDED

* *The Teacher Resource Manual - Core Program* contains additional resource support appropriate for Integrated Occupational Program students.

resources. SUPPLEMENTARY resources are available from the distributors as noted in the *CALM Teacher Resource Manual - Core Program* and the *CALM Teacher Resource Manual - Optional Program*.

Not all authorized resources are necessary. Some resources are suitable for use in a class set or partial class set, some as student or teacher references. The only BASIC resource is a custom-developed textbook available August 1988 for the 3-credit core course and, possibly, a software simulation and computerized career search package.

Refer to Appendix B for an annotated list of the authorized resources. This list includes the correlation to each theme and module. Refer to the Learning Resources Distributing Centre Buyers Guide.

2.9.3 Ordering Information

Print resources authorized as BASIC or RECOMMENDED are available from the Learning Resources Distributing Centre (LRDC), 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Tel. No. 427-2767). Resources authorized as SUPPLEMENTARY must be ordered directly from the publisher.

Software and filmstrips are available from the LRDC and videotapes from ACCESS NETWORK, Media Resource Centre, 295 Midpark Way, S.E., Calgary, Alberta, T2X 2A8, Telex 03-82486 (Tel. 1-800-352-8293). In Calgary (Tel. 256-1100). Videotapes available from ACCESS NETWORK may be recorded during the "night owl" dubbing services. For the broadcast dates of these videotapes, refer to the schedule for the September 1988 school year that is sent to school libraries.

3. Implementing and Administering the Program

3.1 Raising Issues and Concerns

Providing opportunities for ongoing discussion of concerns and issues that arise as the CALM curriculum is implemented will ensure that the needs of key players are being addressed and will promote understanding of, commitment to, and support for the program.

Ten information sessions and workshops were held throughout the province in 1986-87. One of the major objectives of these sessions was to have participants raise concerns and questions that they had about the CALM curriculum and its implementation. The sessions then attempted to address these concerns and, where possible, to suggest strategies to resolve them cooperatively.

A number of common concerns emerged as the sessions progressed. These concerns have been grouped into the following issues:

- staffing
- program
- acceptance
- facility
- inservice
- timetabling
- evaluation
- financial support
- resource support

Wherever possible, a strategy that may help resolve these concerns has been proposed (refer to Appendix C).

3.2 Selecting the CALM Teacher

Selection of the CALM teacher is one of the most crucial elements in the successful implementation of the CALM curriculum.

Key descriptors of a potentially effective CALM teacher:

- has a good rapport with students
- is comfortable with the process approach
- is motivated to teach the course.

The following points may be helpful in identifying such a teacher:

- consider the role of the CALM teacher – refer to the role description in the *Teacher Resource Manual - Core Program*, for an overview of the expectations for a CALM teacher. (See also Section 3.5 of this document)
- consider the curriculum – review the course of studies, specifically the goals of the course, the themes and sub-themes. Note that certain subject area specializations share instructional approaches similar to those recommended for CALM.
- select a team – if the size of the school warrants more than one teacher, try to put together a group of teachers who would work well together. This team approach will encourage sharing of ideas and work and could result in effective team teaching
- request volunteers – wherever possible, ask teachers to volunteer. A new course such as this

requires collaborative opportunities.

Those who feel comfortable with the approach and content will be more willing and able to present an effective program to students.

3.3 Preparing the CALM Teacher

The challenge in teacher preparation for CALM is not so much helping teachers understand WHAT needs to be taught, although this aspect is very important, but in helping teachers to feel confident and comfortable with HOW the course may be presented.

To assist in this, teachers will benefit from opportunities to:

- interact with others who are also teaching CALM
- learn about the program and instructional strategies through well-structured in-service activities that are appropriately scheduled over time, and
- identify sources of support.

These three goals could be achieved during the initial implementation period through a series of workshops, organized locally, and can be used in conjunction with the inservice videotapes prepared by ACCESS NETWORK. The videotapes were initially broadcast in April-May 1988.

3.3.1 Workshops

A workshop outline has been developed by Alberta Education and is available to assist those interested in planning workshops, seminars, information sessions, etc. This workshop plan includes blackline masters suitable for

In addition, several people throughout the province have had experience in conducting inservice sessions on CALM and may be willing to offer workshops or to advise jurisdictions. The names of these people and the workshop

model can be obtained through the Curriculum Design Branch, Alberta Education (Tel. No. 427-2984) or the Curriculum Support Branch, Alberta Education (Tel. No. 427-4012).

Further, school systems may wish to contact individuals in their geographic area who have assisted in the development or validation of the curriculum. These "curriculum contacts" are listed in Appendix D. Where possible, these contacts will be able to assist with questions and concerns, provide direction with resources, identify community sources of support, and interpret

Please note that the curriculum contacts and workshop leaders identified in this document are classroom teachers, counsellors and administrators and will likely have personal and professional limitations on the time they can spend.

3.3.2 Inservice Videotape Series

Education, has produced seven videotapes to promote and provide information about CALM, and to expand the skills, knowledge and confidence teachers will need to offer CALM.

Workshops can be held by schools/school systems in which videotapes may be reviewed by teachers on an individual basis or used during professional development days. An inservice guide has been developed to complement these videotapes.

VIDEOTAPES	SUBJECT	FOCUS AUDIENCE
# 1 (30 minutes)	Overview	Parents, Students, Teachers, Administrators, Counsellors
# 2 (15 minutes)	Meeting the Challenge	Teachers, Administrators
# 3 (15 minutes)	Theme A: Self-Management	CALM Teachers, Administrators
# 4 (15 minutes)	Theme B: Well-Being	CALM Teachers, Administrators
# 5 (15 minutes)	Theme C: Relationships	CALM Teachers, Administrators
# 6 (15 minutes)	Theme D: Careers and the World of Work	CALM Teachers, Administrators
# 7 (15 minutes)	Theme E: Independent Living	CALM Teachers, Administrators

The inservice series can be ordered from ACCESS NETWORK.

3.3.3 Post-Secondary Programs

All universities have been contacted regarding the need for preservice and inservice programs. At the time of publication, the University of Alberta, Faculty of Education, had established a Personal Career and Life Management Graduate Diploma. The University of Calgary offers an EDIS (¼-credit) course (ED 505-73) "Introducing the CALM Curriculum".

3.4 Developing Support Networks

Effective implementation involves "coordinating" the many resources and sources of support, which are available within the school system and the community, with the needs of the teachers and students.

Assigning this responsibility to an individual or team at an early stage is an important first step in the implementation of CALM

This "CALM Coordinator" could:

- identify and deal with teacher and administrator concerns
- identify sources of support within the community, including regional offices of the various government departments that have related responsibilities (see Appendix E)
- coordinate teacher training workshops
- encourage in-school support networks involving the CALM teacher, librarian, school counsellor, work experience coordinator, teachers of related courses
- coordinate workshops or seminars and ongoing information to parents, other staff members and the community
- facilitate sharing and purchasing of resources

- act as liaison with Alberta Education. Individuals from the following branches may be contacted:

Curriculum Design Branch – Sharon Prather
427-2984

Curriculum Support Branch – Alexandra Hildebrandt
427-4072

Regional Offices of Education (ROEs)

Zone 1: Grande Prairie ROE – Que Chang
538-5130

Zone 2: Edmonton ROE – Terry Mott,
Laura Mann
427-2952

Zone 4: Red Deer ROE – Wayne Lloyd
346-5263

Zone 5: Calgary ROE – Joe North,
Colleen Grover
297-6353

Zone 6: Lethbridge ROE – Jeanne Paskuski
381-5243

Education Response Centre – Elaine Whitford
427-5326

Language Services Branch – Marcel Lavallée
427-2941

Native Education Branch – Pearl Calahasen
427-2043

Alberta Correspondence School – Joe Raja
574-3331

3.6 Indicators of an Effective CALM Program

These indicators of an effective CALM program define the role that teachers, students, parents, the community, the classroom and resources could play to ensure the CALM course is a success.

3.6.1 Teachers will:

- ☐ have good rapport with students
- ☐ attempt to interact with each student during class periods
- ☐ have clearly defined short- and long-term plans that reflect the interrelationship of the themes and modules
- ☐ encourage student input into the direction the course is taking
- ☐ promote positive liaison with parents, community and other colleagues
- ☐ plan activities suited to the needs, interests and capabilities of students
- ☐ provide opportunities for independent study and the sharing of findings
- ☐ use questioning techniques that encourage critical thinking

- ☐ provide review sheets for material requiring "recall", and case studies and simulations for material requiring "understanding" or "synthesis"
- ☐ provide support and opportunity for appropriate role taking
- ☐ continue with professional development
- ☐ use the following methods of instruction when appropriate
 - ☐ brainstorming
 - ☐ role playing/dramatization/role reversal
 - ☐ peer teaching/peer assistance
 - ☐ case studies/stories
 - ☐ discussions (small/large group/paired/individual)
 - ☐ debates
 - ☐ opinion/value voting-continuum
 - ☐ simulation
 - ☐ student planning and organizing of events
 - ☐ exchanges (debates)
 - ☐ question/answer (student/teacher)
 - ☐ think/pair/share (student/student)
 - ☐ interviews (student, community members, adults, etc.)
- ☐ apply fair and appropriate strategies to evaluate student learning (refer to *Teacher Resource Manual - Core Program*)
- ☐ encourage team teaching

- ☐ promote a supportive, open classroom climate
- ☐ organize the lessons for effective learning
 - ☐ define lesson objectives
 - ☐ include warm-up activity or introduction
 - ☐ set the scene (outline what is expected of students) for each activity
 - ☐ help students to identify what they learned from the activity and to relate the activity/lesson to their own lives
 - ☐ debrief students, to ensure that they have ended their close involvement in the activity and understand the positive aspects and applications of the experience
- ☐ determine when it is appropriate to involve recognized experts if students are having difficulty
- ☐ monitor discussions to ensure the level of disclosure is appropriate
- ☐ 3.5.2 autonomy will be
 - ☐ encouraged to participate in small and large groups in order to increase their ability to communicate with others and to build skills in interrelationships
 - ☐ ensured the "right to privacy" and the "right to
 - ☐ ensured the right to express their opinions
 - ☐ encouraged to participate in classes either by expressing ideas or actively listening

3.5.3 Parental involvement

informed of the content of CALM curriculum (through parent information meetings, newsletters, etc.)

confident their values and decisions are respected

encouraged to be involved in the CALM curriculum (as guest speakers or resource people, to participate in discussions and homework assignments)

kept informed of content and resources used in Human Sexuality module (if offered)

3.5.4 Community is:

accessed where feasible (field trips, materials, etc.)

informed about the CALM course (through newsletters, community newspapers, radio, TV, etc.)

3.5.5 Classroom is:

equipped with bulletin boards, file cabinet, audio-visual equipment, flip chart and shelving for a resource center

furnished with moveable desks and/or tables that facilitate small and large group work, discussions, and other activities

conveniently accessible to computers

☐ conveniently accessible to the library

3.5.6 Resources should:

☐ include as many of the authorized student resources as budgets will allow

☐ include of moveable/visual aids, flip charts, audio-visual equipment, reference books, computer, etc. (pamphlets)

☐ include professional references

3.6 Teaching Human Sexuality

Human sexuality, as an area of study, is an optional component of CALM and may only be offered with the approval of the school board and parents.

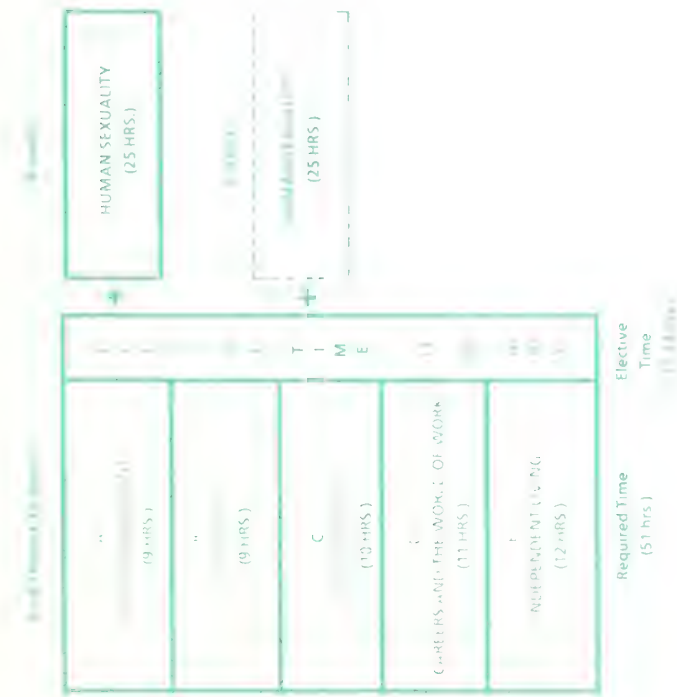
To withdraw their child from this area of study, parents must submit a letter to the school indicating their decision. The requirement for parental permission does not apply to students who have reached the age of majority or to those who are living independently.

It is important that parents are fully cognizant of the objectives, topics and resources which will be covered in the Human Sexuality module. This can be done through newsletters, establishing a parents' advisory committee, and holding parent information evenings.

These are two alternatives for offering human sexuality in Career and Life Management 20.

3.6.1 Alternative 1

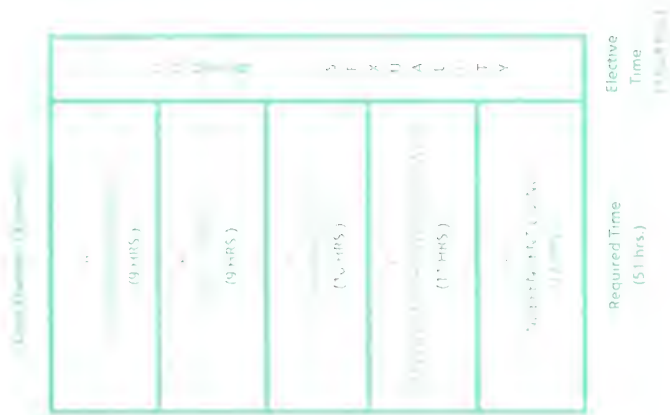
The Human Sexuality module (1-credit) may be added to the 3-credit core course to form a 4-credit course.*



*Note: It is suggested that the Human Sexuality module be integrated within the core themes for a 4-credit course for Integrated Occupational Program students. A 5-credit course can be offered in the manner outlined above.

3.6.2 Alternative 2

The topic of human sexuality may be integrated into the 3-credit compulsory course* by using the 11 hours designated as elective time to teach selected components of the Human Sexuality module. Schools will select which learning expectations from the Human Sexuality module should be addressed.



* Schools may still expand the course to four or five credits, but may only select from four optional modules: Dealing with Crises, Entrepreneurship, Consumer and Investment Choices, and Cultural Bridges.

- are complementary to CALM, and

- present broader perspective
- provide more in-depth study
- provide necessary time for student to practise the concept or skill
- establish a higher level of expectation

Managing Information

The following chart summarizes the degree to which these subjects complement or duplicate the Career and Life

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- present broader perspective
- provide more in-depth study
- provide necessary time for student to practise the concept or skill
- establish a higher level of expectation

CAREER AND LIFE MANAGEMENT				
Section	Weight 40%	Topic	Weight 10%	Sub-Topic
Communication Skills 15-20-35				
Personal Development 15-25-35				

* Resources authorized for CALM do not duplicate resources authorized for any

Certain complementary courses will be modified to eliminate areas of duplication (e.g., replacing specific modules in personal living skills and in basic business). Occupations 10 and Health and Personal Development 10 are under review and may be phased out in the next two years.

Refer to the *Teacher Resource Manual - Core Program* for more information on the relationship of CALM to other subjects.

3.7.2 Religious Studies 15-25-35

A monograph, produced cooperatively by the Alberta Catholic School Trustees' Association and Alberta Education, will provide strategies for ensuring the smooth articulation of CALM and religious studies (available April 1988 from ACSTA).

3.7.3 Work Study - Work Experience 10-20-30

Work experience programs can be used effectively in conjunction with the CALM course to help students to assess various career options. Students registered in CALM concurrently with or prior to Work Experience 15-25-35 will be better prepared for their work responsibilities and to deal with issues and concerns that may occur at their place of work assignment.

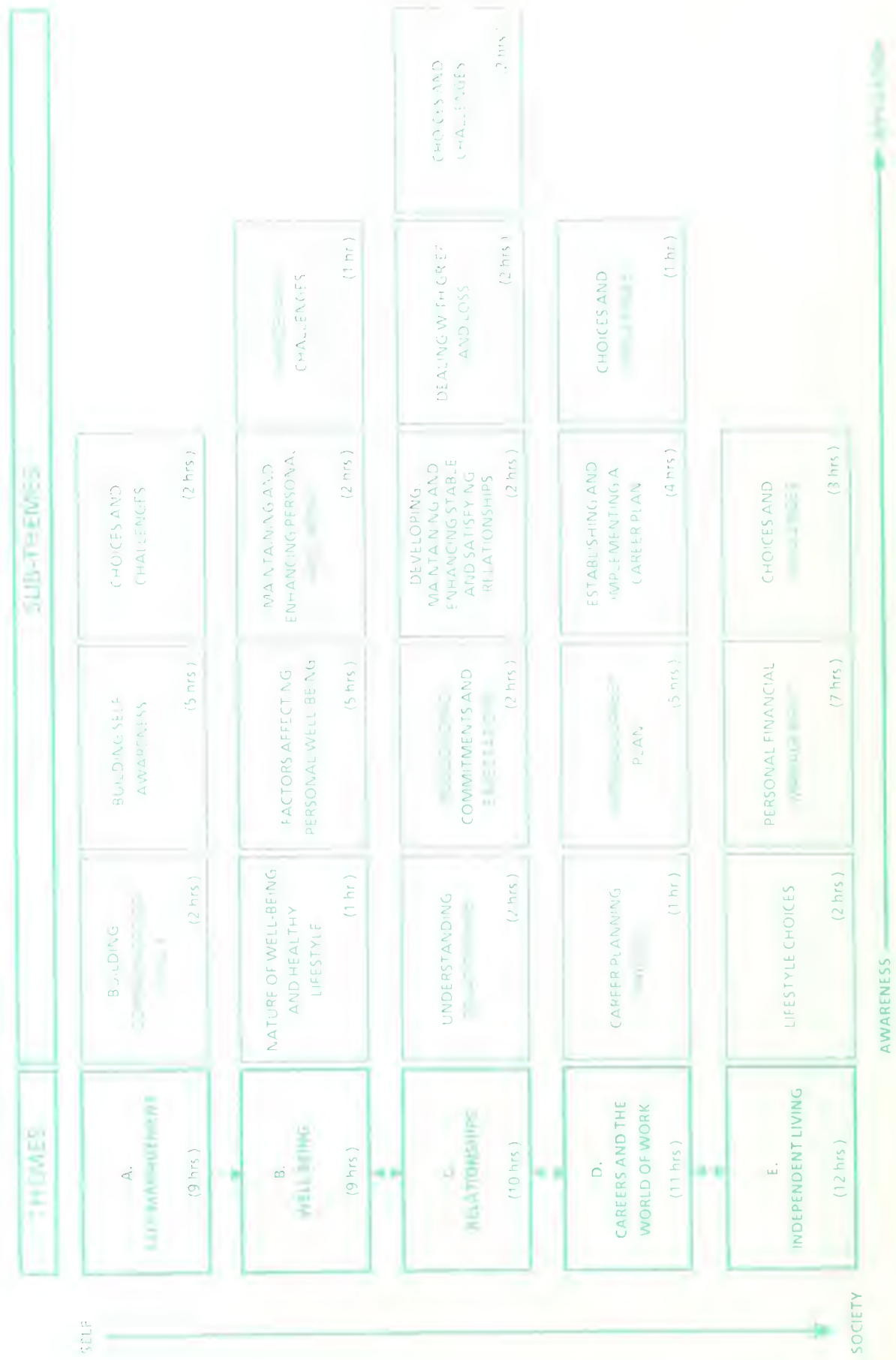
For further information, contact the Curriculum Design Branch (tel: 427-2984) or the Curriculum Support Branch (tel: 427-4972).

3.7.4 Elementary and Junior High Health

Elementary Health and Junior High Health and Personal Life Skills 7-8-9 provide the first two phases of a student's school health program and, as such, provide an introduction to CALM. CALM 20, in the final phase, deals with those topics that are addressed in the elementary and junior high health curriculums in a manner that is appropriate to their level of maturity and interests. In addition, CALM focuses on resource management (Independent Living) which is not addressed in the health programs. (For more information, refer to the *Teacher Resource Manual - Core Program*.)

APPENDIX A-1

OVERVIEW OF CORE THEMES AND SUB-THEMES



APPENDIX A-2

OVERVIEW OF OPTIONAL MODULES AND SUB-THEMES

MODULES	SUB-THEMES				
1. HUMAN SEXUALITY	SELF-MANAGEMENT	WELL-BEING	RELATIONSHIPS	WITHIN THE WORKPLACE	CHOICES AND CHALLENGES
2. DEALING WITH CRISES	PERSONAL CONTROL AND SELF-MANAGEMENT	PRESSURE POINTS	MAINTAINING BALANCE	MAINTAINING CONTROL	CHOICES AND CHALLENGES
3. ENTREPRENEURSHIP	UNDERSTANDING ENTREPRENEURSHIP	IDEA GENERATION	BUSINESS PLAN	CHOICES AND CHALLENGES	
4. CONSUMER AND INVESTMENT CHOICES	FINANCIAL GOAL SETTING	PERSONAL INVESTMENT CONSIDERATIONS	TYPES OF INVESTMENT	TAX IMPLICATIONS	CHOICES AND CHALLENGES
5. CULTURAL BRIDGES	BUILDING CULTURAL FOUNDATIONS	SELF-ASSESSMENT	IMPROVING PERSONAL WELL-BEING	RELATIONSHIP BUILDING	CHOICES AND CHALLENGES

APPENDIX B

AUTHORIZED RESOURCES

1. CORE COURSES
2. OPTIONAL MODULES

The following print and filmstrip resources are available from the Learning Resources Distributing Centre (LRDC), 12360-142 Street, Edmonton, Alberta, T5L 4X9. Tel. No. (403) 427-2767. Refer to the LRDC Buyers Guide for prices. Some of the pamphlets are sold in sets (30). Resources that are authorized at the SUPPLEMENTARY status are not available from the LRDC. Consequently, the address of the publisher is provided.

The video resources are available from ACCESS NETWORK. The dubbing order number is provided.

A number of resources are still under review, including career search software and simulation software.

Refer to Section 2.9 for information on resource costs.

1. CORE COURSES

Career Planning. TV Ontario. 1/2" videocassette, six 15-minute programs, 1984. (Theme D) (RECOMMENDED)

BREAST SELF-EXAMINATION (pamphlet) contains information on how to examine breasts for any changes or lumps that could possibly be cancerous.

Career Planning. TV Ontario. 1/2" videocassette, six 15-minute programs, 1984. (Theme D) (RECOMMENDED)

Available from ACCESS NETWORK (617101).

These six dramatizations are designed to help high school students begin the process of self-discovery that leads to making the right career decisions. A teacher's guide is available.

Career Planning. TV ONTARIO. Ontario Educational Communications Authority. 1/2" videocassette, six 15-minute programs, 1984. (Theme D) (RECOMMENDED) Teacher's Guide

These six programs are entitled: Who Am I?; What Am I Good At?; Studying an Occupation; The Big Picture; Get a Job; and It's Your Move.

Career Trends. Calgary Board of Education. Revised Edition. Starr, Donna. Calgary, Alberta, 1985. (Theme D) (RECOMMENDED) Student or Teacher Reference.

CAREER TRENDS (handbook, 343 pp.) presents current information about career opportunities in Alberta as well as careers and post-secondary programs in Alberta. It is designed to give brief, accurate information about job opportunities, which counsellors, students, and their parents require for effective educational and vocational planning. There is a brief description of each occupation, the main educational and personal requirements, the training required, the training institution, the employment opportunities for new employees, and average starting salary information.

Choices. Canadian Employment and Immigration Commission. Ottawa, 1987. Software components: 11 Disks (IBM), 26 Disks (APPLE), operations manual, counsellor's manual, guide, master list of occupations.

CHOICES provides the student with the opportunity to make occupational and educational decisions based on a number of factors. The "Choices" program contains two major components: a list of occupations, and a directory of programs and educational institutions.

Consumer Complaints: A Self-Help Handbook. Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1985. (Theme E) (RECOMMENDED) Student Reference. (Class set)

CONSUMER COMPLAINTS (handbook, 64 pp.). This self-help handbook in magazine format was written to help consumers resolve their complaints. It includes guidelines and methods of complaining, assertive behaviour suggestions, sources of assistance and a directory of information.

Employment Standards, Regulations and Excerpts from The Employment Standards Act. Alberta Consumer Employment Standards Branch, 1985. (Theme D) (RECOMMENDED) Student Reference.

EMPLOYMENT STANDARDS (booklet, 20 pp.) contains excerpts from The Employment Standards Act and a pamphlet on employment standards.

Facts Folder. AADAC, 1987. (Theme B) Student Reference.

The folder contains five booklets with information on the following topics: tobacco, marihuana, alcohol, alcohol and statistics, and alcohol and driving. Provides an overview of the research on the effects and the impact of these on individuals and society. Information is cited as gathered from authoritative sources; a suggested use is as a resource for assignments, reports, and debates.

It's About Time ... to Start Thinking About Your Future. Alberta Career Development and Employment, Career Information Services, 1987. (Theme D) (RECOMMENDED) Student Reference. (Class set)

IT'S ABOUT TIME (booklet, 64 pp.) provides an introduction to career planning; describes Alberta's post-secondary institutions and student financial assistance programs; and presents, in chart form, the major educational programs offered in the province.

Job Seeker's Handbook. Alberta Career Development and Employment, Career Information Services, 1986. (Theme D) (RECOMMENDED) Student Reference.

JOB SEEKER'S HANDBOOK (booklet, 70 pp.) provides guidelines for job goal setting, finding job openings, writing letters, resumes, application forms, and handling

Life Choices Simulation (software) teacher guide, student guide, program master disk, teacher utility disk, print utility disk. Cairns, Dr. K., et al. Institute of Computer Assisted Learning, University of Calgary, Calgary, 1986. (Themes A, B, C, D, E) (BASIC) Student Reference.

The LIFE CHOICES SIMULATION is designed to allow students to explore a variety of possible futures and to develop an appreciation for the complexity of relationships and career planning as they prepare to leave school.

Making It Work: Career Information Services: All on One Videocassette, 15 minutes, 1986. (Theme D) (RECOMMENDED) Student Reference. Available from ACCESS NETWORK. (659601).

This video is the story of three young people's reactions and adjustments to the world of work. Through a number of realistic vignettes, the characters reveal how they may affect their jobs and relationships with co-workers. The video looks at employer-employee expectations, mentoring, and the importance of maintaining a positive attitude.

Me and My Friends and Our Booze. Addiction Research Foundation, an agency of the Province of Ontario. Toronto. 1/2" videocassette, 30 minutes, 1983. (Themes A, B, C) (RECOMMENDED) Available from ACCESS NETWORK (290701).

This video takes a critical look at how commercials portray drinking in a "unreal" sense, and shows the behavioural, social, physical changes that occur with drinking. It also addresses the issues of peer pressure, behaviour change with alcohol use, and "How to say no to drinking".

More Than Money. Canadian Bankers' Association, 1984.

MORE THAN MONEY consists of two filmstrips, two audio cassettes, entitled "Choices" and "From Barter to Banks", and ten booklets entitled: (1) Teacher's Introduction (2) Banking Services Today (3) Choices (4) Insurance (5) Spending (6) Consumption (7) Investing (8) From Barter to Banks (9) Savings (10) Credit.

Moving Out. (audiotape) Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1988. (Theme E) (RECOMMENDED) Teacher Reference.

MOVING OUT consists of eleven scenarios that might be encountered when moving out. The resource consists of an audiotape, the script, a list of resources and discussion questions.

Moving Out. Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1988. (Theme E) (RECOMMENDED) Student Resource and Instructor's Guide

MOVING OUT (magazine, 49 pp.). This colourful self-use magazine is of interest to students 16 to 20 years old. Considers how to buy a used car; getting along with a roommate; avoiding scams in the marketplace, and determining the cost of living on one's own. MOVING OUT INSTRUCTOR'S GUIDE (magazine, 105 pp.) contains programming ideas, discussion questions, case studies, community resources and activity suggestions. Its appendices include a moving out money questionnaire, and a bibliography.

Powers and Becoming. Alberta Alcohol and Drug Abuse Commission. 1/2" videocassettes, 1987. (Themes A, B) (RECOMMENDED) Student Reference. Available from ACCESS NETWORK.

POWERS AND BECOMING is a series of four videos that focus on issues important to teenagers as they move toward maturity-empowerment. *Self-Design* (20 minutes) reflects on building personal power by experiencing appropriately challenging situations. *Freedom Trap* (20 minutes) considers how limitations can create dependency and reduce personal power. *Freedom To ... Freedom From* (26 minutes) encourages the viewer to recognize that freedom is more than the absence of restrictions. *Highlights* (16 minutes) offers a summary of the other three videos.

Protecting Human Rights. Alberta Human Rights Commission. 1986. (Theme D) (RECOMMENDED) Teacher Reference.

PROTECTING HUMAN RIGHTS (folder) explains The Individual's Rights Protection Act, the role of the Alberta Human Rights Commission, and raises specific human rights issues.

Reaching Out: Interpersonal Effectiveness and Self-Actualization. Johnson, David W. Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986. (Themes A, B, C) (RECOMMENDED) Teacher Reference.

REACHING OUT (book, 319 pp.) provides background theory and activities for developing effective interpersonal skills. The theory is presented under the following headings: The Importance of Interpersonal Skills, Self-disclosure, Developing and Maintaining Trust, *Improving Your Communication Skills: Expressing Your Feelings Verbally and Non-verbally*, Helpful Listening and

Listening and Responding, Enhancing Own and Others' Ability, *Resolving Interpersonal Conflicts: Communicating and Negotiating, Anger, Stress, and Managing Your Personal Growth in Interpersonal Relationships.*

Seventeen ... Going On Nowhere. Paulistic Productions. 1/2" videocassette, 30 minutes, 1980. (Themes A, C) (RECOMMENDED) Available from ACCESS NETWORK (265201).

This video centres around a troubled youth, age seventeen, in search of his identity, and his father's attempt to rebuild *(free information)*

Smoking Against Your Will. Harvest Media Productions Ltd. 1/2" or 3/4" videocassette. (Theme B) (RECOMMENDED) Available from ACCESS NETWORK (615601).

A series of real life dramatic vignettes describing the effect of smoking on non-smokers in both the home and work *(free information)*

So You've Left School ... What Now? Alberta Career Development and Employment, Career Information Services, *Vol. 1: Themes A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.* (Themes A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z) (RECOMMENDED for use with IOP students)

SO YOU'VE LEFT SCHOOL ... WHAT NOW? (booklet, 36 pp.) introduces young people to career planning and job search techniques. Through the use of a video game motif, the booklet relates interests to types of work; describes some 180 jobs open to those without a high school diploma; offers tips for job search and maintenance; describes options for further education/training, and sets down simplified goal setting steps.

Something Borrowed, Something Blue. Alberta Consumer and Corporate Affairs. 1/2" videocassette, 30 minutes, 1980. (Theme E) (RECOMMENDED) Available from ACCESS NETWORK (223101).

In this video, a newly married couple attempt to maintain a lifestyle above the husband's income. Overuse of credit contributes to the mounting level of debt in their first year of marriage.

Still Killing Us Softly. Kinetic Film Enterprises. 16mm, colour film and 1/2" videocassette, 20 minutes, 1987. (Themes B, E) (RECOMMENDED) Student Reference. Available from ACCESS NETWORK (223101).

This is a video of a presentation given by Jean Kilbourne about the psychological and sexual themes in advertising campaigns directed toward women. The speaker uses ads from a variety of media to demonstrate the manipulations that advertisers use to sell consumer items. Viewers are encouraged to be aware of the stereotyping present in

Straight Facts About Drugs and Drug Abuse. Master of Supply and Services Canada (Reprinted by AADAC), 1983. (RECOMMENDED) Student Reference. (Classroom)

STRAIGHT FACTS ABOUT DRUGS AND DRUG ABUSE (booklet, 24 pp.) is divided into two main parts. Part one looks at drug issues from a general point of view. The text is divided into four major sections, each one dealing with a separate drug-related issue. The sections are: What is a Drug? What is Drug Abuse? Why Do People Use Drugs? What are the Risks of Drug Abuse?

The second part of the booklet consists of seven charts designed as a quick, ready reference for more detailed drug information. Each chart covers a major drug family.

Straight Stuff: An Explanation of People and Alcohol, and Tobacco and Other Drugs. Folder. AADAC, 1987. (Theme B)

This folder contains six articles written about alcohol and drugs and their effects. Individuals share personal observations and perspectives about the use of drugs. A discussion guide is also available to help explore some of the issues raised in the "Straight Stuff" articles.

Strategies for Career and Life Management. Bessert, C., Groulx, J., Gauthier, L. *Strategic Planning and Career Development.* 1988. (Themes A, B, C, D, E) (BASIC) Student and Teacher Reference.

This hardcover, 200-page resource has been custom developed for the core curriculum. Each chapter correlates with the themes and sub-themes outlined in the curriculum, reinforces the process approach, and provides the content background information. It is accompanied by a Teacher Guide.

The Entrepreneur. Career Information Services. 1/2" or 3/4" videocassette, 23 minutes, 1985. (Theme D) (RECOMMENDED) Available from ACCESS NETWORK (659501).

THE ENTREPRENEUR takes a look at starting one's own business as a career option. The film's starring entrepreneur is 27-year-old Gerry Hughes who conceives the idea for his company, Western Gourmet Foods, and with hard work and determination, builds it up to a success. His story unfolds during the course of a high school reunion where his friends are initially skeptical but finally impressed by Gerry's accomplishments.

The Most Important Minute in a Man's Life. Canadian Cancer Society. (Theme B) (RECOMMENDED) Student Reference.

THE MOST IMPORTANT MINUTE IN A MAN'S LIFE (pamphlet) contains information on the examination of testicles and male glands for cancer detection.

The Pap Test. Canadian Cancer Society, 1983. (Theme B) (RECOMMENDED) Student Reference.

THE PAP TEST (pamphlet) informs women of the importance of the pap test to detect the presence of any pre-cancerous or cancerous conditions in the cervix or neck of the womb. The pamphlet explains the location of the uterus, how the pap test is done, the follow-up and treatment of uterine cancer.

2. OPTIONAL MODULES

Module 1: Human Sexuality

A.I.D.S. *A Teacher Resource Package.* Golick, J.H., and Greig, James D. Globe/Modern Curriculum Press, Toronto Sun Publishing Corporation, Toronto, 1987. (RECOMMENDED)

A.I.D.S. A TEACHER RESOURCE PACKAGE (116 pp), is divided into eight lessons: (1) Introduction to A.I.D.S. (2) Biology of A.I.D.S. (3) Disease and Epidemics (4) Sex and Consequences (5) Decision Making (6) Death and Disease (7) A.I.D.S. and the Community (8) A.I.D.S., the Future and the World.

This Canadian publication offers a thorough explanation on the above topics. Each lesson includes information for teachers, blackline masters for student use, and answer keys for exercises. It also offers suggestions for further study, resource lists, and test questions and answers for evaluation purposes.

A.I.D.S. *Everything You Should Know.* Canadian Learning Co., Inc. 16mm film or 1/2" videocassette, 20 minutes. Available from ACCESS NETWORK (680801). (RECOMMENDED)

This videotape, featuring Whoopie Goldberg, uses the input of youth, educators, and health experts to destroy common myths and to present critical information and statistics on A.I.D.S. Terminology is explained in clear, understandable language. The issue of sexual abstinence for youth is explored by youth offering their reasons for abstaining. Societal and individual perspectives convey the importance of a serious and responsible attitude toward sexual contact.

A.I.D.S. *What Every Responsible Canadian Should Know.* Greig, James D. Toronto Sun Publishing Corporation Ltd. and Canadian Public Health Association, 1987. (RECOMMENDED) Teacher Reference.

A.I.D.S. WHAT EVERY RESPONSIBLE CANADIAN SHOULD KNOW has been approved as a teacher reference. It includes explicit discussion of sensitive information.

This Canadian publication offers a thorough explanation about A.I.D.S. through the following topics: testing, safe sex, government, women, parents and teachers, workplace, health care worker, and the citizen. The information is presented in a question/answer format. It provides a quick reference for teachers and administrators.

A.I.D.S. What Young Adults Should Know. Yarber, William L.

A.I.D.S. WHAT YOUNG ADULTS SHOULD KNOW (booklet, 42 pp.) covers information on what A.I.D.S. is and how the virus is spread. Students will learn how to prevent becoming infected with the virus, as well as how to prevent its spread. The goal for students is to follow the prevention guidelines and to develop individual responsibility.

Sexuality: A Responsible Approach. Meeks-Mitchell, Linda, and Philip Heit. Charles E. Merrill Publishing, 1987. (BASIC)

SEXUALITY: A RESPONSIBLE APPROACH (student book, 124 pp., teacher manual, 88 pp.) is divided into six chapters: (1) Responsibilities in Relationships (2) Reproductive Health (3) Responsible Sexual Behaviour (4) Responsible Parenthood (5) Birth Control, Sterilization, and Abortion, and (6) Sexuality and Self-Protection. Information on reproductive health, contraception, sterilization, and responsible decision-making and life management skills. The book includes comprehensive lesson plans, blackline teaching masters and chapter tests. The teacher's edition provides comprehensive lesson plans, blackline teaching masters and chapter tests.

Sexuality Education: A Curriculum for Adolescents. Wilson, Pamela, and Douglas Kirby. Network Publications, 1984.

SEXUALITY EDUCATION: A CURRICULUM FOR ADOLESCENTS (handbook, 443 pp.) contains teaching activities, lecture notes, assignments and a resource listing, appropriate for sexuality program. The guide is divided into 11 units by content: Introduction to Sexuality, Communication Skills, Anatomy and Physiology, Values,

Adolescent Pregnancy and Parenting, Pregnancy Prevention, Sexually Transmitted Diseases, and Review and Evaluation.

Sexually Transmitted Disease Teaching Outline and Resource Guide. Ontario Ministry of Education, Developmental Education Branch (1993).

The **SEXUALLY TRANSMITTED DISEASE TEACHING OUTLINE AND RESOURCE GUIDE** (booklet, 61 pp.) has been developed to assist teachers and educators involved in presentation of S.T.D. information to school students or similar groups. Included in the guide is information on sexually transmitted diseases, a sample presentation outline, student learning activities and a list of resources.

Alberta Health Services
Sexually Transmitted Diseases S.T.D. Centre
10105-109 Street, 4th Floor
Edmonton, Alberta
T6C 0M1 (403) 427-2200

Teachers may copy this resource at no charge. A revised document is scheduled for publication in December 1988.

Module 2: Dealing with Crises

Coping With Stress: A Guide to Living. Mills, James W. John Wiley and Sons, 1982. (RECOMMENDED) Teacher Reference.

COPING WITH STRESS (book, 157 pp.) describes 20 strategies for identifying and reducing stress and how to apply them at home, at work, and on social occasions.

Reason To Live. Suite One Video Inc. (Telemedia Publishing), 1/2" videocassette, 27 minutes, 1987. (Module 2) Student Reference.

This videotape presents relevant facts and statistics based on research into youth suicide. Individual case studies and interviews with experts in the helping professions reveal valuable and interesting perspectives. Information is given about myths that surround youth suicide, signs to watch for, and resources available in the community.

Module 3: Entrepreneurship

Entrepreneurship: A Primer for Canadians. Jennings, William J. Canadian Foundation for Economic Education, 1985. (BASIC) Student Reference.

ENTREPRENEURSHIP (booklet, 63 pp.) has been written for secondary school teachers and students to introduce and explain the role of entrepreneurs. After discussing the nature of entrepreneurs and keys to success and failure, the publication turns its attention to the process of establishing a business enterprise. Particular attention is given to the vital process of developing an effective business plan.

Entrepreneurship in the Alberta Curriculum: A Monograph. Alberta Education Planning Services Branch, 1986. (SUPPLEMENTARY) Teacher Reference.

ENTREPRENEURSHIP (monograph, 108 pp.) examines current research and strategies that develop and enhance the skills of entrepreneurship. The monograph concludes with an action plan for the consideration of Alberta Education. Available from:

Alberta Education, Central Support Services
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Module 4: Consumer and Investment Choices

2000 A.D. - *A Guide to Financial Awareness.* Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1986. (BASIC) Student Resource.

2000 A.D. - A GUIDE TO FINANCIAL AWARENESS (booklet, 72 pp.) is an introduction to the subject of putting one's money to work to earn a profit. Its purposes are to increase one's awareness of the broad scope of financial alternatives, from term deposits and government bonds to publicly traded shares and real estate; and, more important, to increase awareness of the associated risks and rewards. Available from the Regional Offices of Alberta Consumer and Corporate Affairs.

Consumer Education and Information. (RECOMMENDED)
Teacher Resource. Available from the Regional Offices of
Alberta Consumer and Corporate Affairs.

- Advertising Techniques and Guidelines
- Auto Repairs and Estimates
- Buying a House?
- Condominiums: A Housing and Lifestyle Alternative
- Common Misleading Misconceptions
- Consumer Complaints: Both Sides of the Coin
- Consumer Credit Company
- Credit Worthiness and Credit Reporting Agencies
- Direct Sales
- Food Shopping Skills
- Guarantees and Warranties
- How Marital Status Affects Credit
- Landlord and Tenant Act
- Legal Remedies of Credit Grantors
- Mail Order Buying
- Purchase and Repair of Appliances
- Real Estate
- Purchasing Real Estate Outside Alberta
- Purchasing Time-Granting
- Responsible Credit Use
- Ship Around
- Used Car Buying

For additional student copies, phone or write a regional
office of Alberta Consumer and Corporate Affairs to order
(please not ordered without a receipt)

Teaching Taxes. Revenue Canada. Ministry of Supply and
Reference and Student Workbook.

TEACHING TAXES (student workbook, 160 pp., teacher
manual, 66 pp.). The workbook provides students with
problems, puzzles, and the required tax forms and
schedules. The taxpayer provides reference material for
students and teachers studying the Canadian tax systems,
plus illustrations, charts, tables, and graphs. It outlines the
history of taxation in Canada, describes the Canadian tax
system and provides a glossary of terms, a bibliography,
illustration and explanations of forms and tax calculations.
The teacher's update manual includes teaching hints, list of
resource material, tax news and an answer key for student
problems.

Not available through LRDC. Order from:

Revenue Canada, 270-3 Avenue 3	Alberta 9820-107 Street
Calgary, Alberta T2G 4X3 (Tel: 231-4249)	T5K 1E8 (Tel: 420-4770)

Module 5: Cultural Bridges

Defeating the Indian. LaRoque, Emma. The Book Society of Canada Limited, 1975. (SUPPLEMENTARY) Teacher Reference.

DEFEATING THE INDIAN (book, 82 pp.) provides an opportunity to view education through the eyes of a Native person and was written primarily to raise questions and issues for those who are in the process of teaching Native studies. The chapters are: Rationale; Heritage or Culture; Stereotyping; Past and Present; The Media and the Indian,

www.mla.org/american/native/defeat.htm

Irwin Publishers
180 West Beaver Creek Road
Richmond Hill, Ontario
L4B 1B4
Tel: (905) 709-4564

APPENDIX C

IMPLEMENTATION ISSUES AND RECOMMENDED STRATEGIES

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
STAFFING	a. Who Will Teach CALM?	<p>lack of teachers qualified to teach CALM</p> <p>basic qualifications are</p> <ul style="list-style-type: none"> • good rapport with students • comfortable with process approach • motivated to teach the course <p>(see sections 3.3, 3.4 and 3.5 of this manual)</p> <p>plan inservice workshops using videotapes developed cooperatively by Alberta Education and ACCESS NETWORK</p> <p>teachers will be able to take advantage of</p> <p>contact other teachers of CALM, particularly the "Curriculum Contacts" (see Appendix D)</p> <p>identify and train "master teachers" in school jurisdiction, who can then model and assist new</p>
	b. Process – Orientation (difficult to teach)	<p>potential need for retraining / redeployment of teachers dependent on teachers' qualification</p> <p>recognize basic teaching skills, in particular, good rapport with students; will lead to success in CALM, regardless of area of specialization</p> <p>identify teachers already using process - orientation in school; school systems that might be interested in the retraining of teachers</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
<p>Demands on Counsellors</p> <p>PROGRAM</p> <p>Get up with them</p>	<p>may reduce one-to-one counselling time due to increased number of students requiring information on career</p> <p>increases demands on counsellors due to students seeking information on</p> <p>personal counselling referrals from CALM teacher</p> <p>duplication of content/activities within CALM and other complementary programs</p> <ul style="list-style-type: none"> Personal Living Skills <ul style="list-style-type: none"> Wellbeing Calculations Basic Business Health and Personal Development Junior High Health 	<p>provide inservice to "model" a variety of teaching strategies that use a process approach</p> <p>if unfamiliar with process teaching, gradually expand process-oriented teaching strategies</p> <p>view ACCESS inservice tapes</p> <p>team teaching (counsellor and teacher) to cover information on a group basis</p> <p>identify a teacher to assist counsellor with scholarship information and the writing of references</p> <p>train students to provide information sessions to other students</p> <p>identify and access professionals in the community, as necessary</p> <p>refer to page 12 regarding relationship of CALM to other subjects</p> <p>CALM and other subject teachers coordinate to ensure programs are complementary</p> <p>coordinate use of resources; share ideas</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
<p>b. Coping with Range of Students' Abilities, Needs, Interests</p>	<p>continuity between CALM and junior high health</p> <p>dealing with low ability students (IOP)</p> <p>students from Grades 10, 11 and 12 in same class</p>	<p>revise lesson plans for advanced level complementary programs, to take advantage of the information and skill base provided by CALM</p> <p>resources approved for CALM are different from resources approved for other courses</p> <p>review outline of elementary and junior high health program in the <i>CALM 20 Teacher Resource Manual - Core Program</i> (page 183 - 184)</p> <p>objectives outlined in CALM are suitable for I.O.P. students</p> <p>required portion of curriculum has been reduced</p> <p>refer to teacher resource manual for Integrated Occupational Program (Occupational Education)</p> <p>use visuals, concrete examples, as much as possible</p> <p>provide extended time to cover content, if necessary</p> <p>refer to <i>Teacher Resource Manual - Optional Program, Module 5 - Cultural Studies</i></p> <p>encourage different age groups to share ideas, perspectives, problems, to increase mutual understanding</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
<p>c. Human Sexuality Module Should be Required</p> <p>d. Scope of Content</p>	<p>dealing with academically gifted students</p> <p>should not be optional</p> <p>difficult to teach</p> <p>scope of course too broad for 3-credit course and for resources available</p>	<p>refer to enrichment/remediation suggestions outlined in the Teacher Resource Manual</p> <p>use research projects, provide enrichment activities in the Teacher Resource Manual</p> <p>provincial policy recognizes parents' right not to have their child instructed on this topic in the school (see section 3.6 of this manual)</p> <p>encourage ongoing liaison with parents</p> <p>Human Sexuality module designed so that it can be easily integrated into core course</p> <p>take advantage of extensive resource support</p> <p>use humour to deal with sensitive topics</p> <p>provide information in a straightforward way</p> <p>all good content activities, activities that are relevant may lead them to be facetious or to act immaturity.</p> <p>identify learning expectations from the various themes or modules that relate to each other</p> <p>use strategies that address several learning expectations concurrently</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
<p>e. Values</p> <p>3. ACCEPTANCE</p>	<p>will be viewed simply as a health course</p> <p>process orientation requires more time to teach</p> <p>topics can involve student in values-related decisions</p> <p>by students</p> <p>by teachers</p>	<p>health is viewed in a broader context than the of career preparation and financial management)</p> <p>use debriefing time to reinforce learning objectives and to focus student learning</p> <p>focus on the <u>process</u> by which the decision is made, not whether the teacher believes the decision is right or wrong</p> <p>organize panel debates using students/teachers who have already been involved in course</p> <p>introduce CALM as an optional course prior to September 1989</p> <p>discuss why it is compulsory (refer to section 2 of <u>Curriculum</u>)</p> <p>ensure course deals with issues that are as relevant to teens as to adults</p> <p>recognize that CALM provides contrast to more formal academic courses, and has potential to investigate/research areas of interest</p> <p>organize information session on CALM, prepare a brochure; provide overview; regular updates at teacher staff meetings</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
4 FACILITY	by administrators	organize information sessions; view ACCESS tapes
	by parents	organize parents' nights, involve parents as guest speakers in CALM, encourage parental support, arrange discussion groups, distribute parents' newsletter, provide articles for home and school magazine, include activities that involve student /parent(s)
	by the public	contribute articles to community newsletters, select speakers from public/community, contribute to local newspapers
	classroom size	provide enough space to accommodate classroom discussions, small group activities (refer to section 1.5)
5. INSERVICE	timetabling	schedule as many classes as possible in classrooms designated specifically for CALM
	what is available	<p>organize a process-oriented workshop in conjunction with ACCESS videos and inservice manual</p> <p>encourage teachers to experiment with activities students would do in class</p> <p>use workshop models available from CALM project team (refer to section 3.3)</p> <p>share sessions/responsibilities between schools</p> <p>take advantage of facilities that do not contain a located nearby to assist in inservice</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
<p>8. FINANCIAL SUPPORT</p>	<p>limited funds to purchase resources</p>	<p>work toward consistency in evaluation standards and procedures</p> <p>for basic text, access resources grant provided by Alberta Education to support implementation of <i>Secondary Education Review</i></p> <p>resources can be used for three to five years</p> <p>access PD funds wherever possible, and the inservice grant provided by Alberta Education to assist with the implementation of the <i>Secondary Education Review</i></p>
<p>9. RESOURCES</p> <p>a. Print and Non-Print</p>	<p>limited funds to purchase resources</p> <p>too many resources</p>	<p>recommended resources suitable for enrichment and alternative delivery strategies; custom developed student resource available September 1988</p> <p>resources approved for 1987-88 can be used in</p> <p>encourage sharing of resources throughout</p> <p>authorize to copy videos available through ACCESS with "night owl" dubbing</p>

AREA OF CONCERN	SPECIFIC CONCERN	PROPOSED STRATEGY / SUGGESTION
b. Community Support	<p>availability – due to budget cuts community resources may be limited</p> <p>overuse – if school(s) have several classes of CALM, a particular community resource may be overused</p>	<p>refer to Appendix E</p> <p>establish a speakers' bureau</p> <p>community resource supports identified and involved during teacher inservice</p> <p>try to rotate and balance demands on community</p>

APPENDIX D: CURRICULUM CONTACTS

Zone 1

Colleen Greer (Field Test Teacher)
E.W. Pratt High School
High Prairie (523-3813)

Wes Brink (Steering Committee)
Grande Prairie Composite High School
Grande Prairie (532-7721)

Zone 2

Pierrette Plamondon (Field Test Teacher)
Dr. Brosseau School
Bonnyville (827-7005)

Bart Eisen (Steering Committee)
County of Smoky Lake #13
Smoky Lake (825-8780)

Char Deslippe (Steering Committee)
Father Patrick Mercredi School
Fort McMurray (743-4200)

Zone 3

Patricia Wayne (Field Test Teacher)
Bonnie Doon Composite High School
Edmonton (465-5461)

Debbie Worobec (Field Test Teacher)
Spruce Grove Composite High School
Spruce Grove (962-0800)

Merv Lutes (Field Test Teacher)
Mt. E. LaZerte Composite High School
Edmonton (476-2611)

John Filley (Steering Committee Member)
Harry Ainlay Composite High School
Edmonton (434-9445)

Linda May (Field Test Teacher)
Sturgeon Composite High School
NMAO (973-3301)

Shirley Witholt (Field Test Teacher)
Blessed Sacrement School
Wainwright (842-3808)

Sandi Darrell (Steering Committee)
Witholt-Pratt
Edmonton (431-4660)

Ken W. Shields (Steering Committee)
Alberta Consumer and Corporate Affairs
Edmonton (427-3201)

Dr. Joyce Kryswaty (Steering Committee/IOP)
County of Leduc #25
Leduc (986-2251)

John McEwen (Field Test Teacher)
Old Scona Academic High School
Edmonton (473-4622)

Allan McInnis (Field Test Teacher)
Jasper Place Composite High School
Edmonton (473-5011)

Betty Leadbeater (Field Test Teacher)
McNally Composite High School
Edmonton (469-4447)

Marion Kurney (Field Test Teacher)
Eastglen Composite High School
Edmonton (475-5011)

Gail Knox (Field Test Teacher)
John Maland High School
Edmonton (467-1100)

Irene Washlyk (Field Test Teacher)
Holy Trinity Catholic Community High School
Edmonton (462-5277)

Carol Cameron (Sub-Committee)
AADAC
Edmonton (427-4267)

Don Elliott (Sub-Committee)
Edmonton School District #7
Edmonton (423-5265)

Nancy Jarrold (Sub-Committee)
Alberta Consumer & Corporate Affairs
Edmonton (427-6461)

Edward Asp (IOP CALM)
Warburg High School
Warburg (848-2822)

Zone 4

Benita Bannerman (Field Test Teacher)
Lindsay Thurber Comprehensive High School
Red Deer (347-1171)

Lawrence Taylor (Field Test Teacher)
Ponoka Composite High School
Ponoka (783-4411)

Joan Foreman (Field Test Teacher)
Forestburg High School
Forestburg (582-3792)

Dee Wilson (Field Test Teacher)
Ponoka Composite High School
Ponoka (783-4411)

Zone 5

Marilyn LeBlond (Field Test Teacher)
South Central High School
Oyen (664-3644)

Dan Redmond (Field Test Teacher)
Dr. W.J. Collett School
Calgary (282-3667)

Cathy McLean Stearns (Field Test Teacher)
Central Memorial High School
Calgary (243-8183)

Merle Adams (Field Test Teacher)
Dr. E.P. Scarlett High School
Calgary (281-3366)

Vicki Brister (Field Test Teacher)
St. Francis High School
Calgary (289-8471)

Doreen Pritchett (Sub-Committee)
St. Francis High School
Calgary (289-8471)

Heleen Siemens (Sub-Committee)
Calgary School District #19
Calgary (294-8250)

John McNeil (Sub-Committee)
Sir Winston Churchill Senior High School
Calgary (289-9241)

Jim McConnell (Field Test Teacher)
Strathcona-Tweedsmuir School
Okotoks (938-4431)

Marlene Poon (Field Test Teacher)
Forest Lawn High School
Calgary (273-6655)

Ken McMillan (Field Test Teacher)
Hussar School
Hussar (787-3781)

Jan Skaluba (Field Test Teacher)
Olds Junior-Senior High School
Olds (556-3391)

Linda Woitas (Field Test Teacher)
St. Francis High School
Calgary (289-8471)

Peter Dickinson (Steering Committee)
Strathcona-Tweedsmuir School
Okotoks (938-4431)

Donna Goodman (Steering Committee)
Calgary School District #19
Calgary (258-1440)

Peter Reddekopp (Field Test Teacher)
Acme High School
Acme (506-3845)

Donna Stodd (Sub-Committee)
Calgary School District #19
Calgary (294-8250)

Zone E

Rick Homan (Field Test Teacher)
Lethbridge Collegiate Institute
Lethbridge (328-9606)

Rick Livingston (Field Test Teacher)
St. Anthony's School
Bow Island (545-2131)

Raymond Hoger (Field Test Teacher)
McCoy High School
Medicine Hat (527-8161)

Joe Fox (Field Test Teacher)
Cardston High School
Cardston (684-0951)

Carol Steen (Sub-Committee)
St. Mary's School
Lethbridge (327-3945)

APPENDIX E COMMUNITY CONTACTS

High Level	AADAC (926-2265) High Level-Fort Vermilion Health Unit (532-4441) South Peace Health Unit (532-4441)	Athabasca Barrhead Fort McMurray	Athabasca Health Unit (675-2231) AADAC (674-8239) AADAC (743-7187)
High Prairie	AADAC (523-6640) Suicide Prevention Program (539-6692)		Fort McMurray Health Unit (743-3232) Suicide Prevention Program (743-8605)
Peace River	AADAC (624-6193) Alberta Consumer & Corporate Affairs (624-6214) Peace River Health Unit (624-3611)	Grand Centre Lac La Biche Smoky Lake	Grand Centre Health Unit (594-4404) AADAC (623-5227) County of Smoky Lake Distress Prevention Program (656-3006) AADAC (645-6346)
St. Paul			

Zone 3

Drayton Valley	AADAC (542-5669)	St. Albert	AADAC (427-4267)
	Alberta West Central Health Unit (542-4415)	Stony Plain	AADAC (427-4267)
Edmonton	AADAC (427-4267) serves Edmonton and area	Vegreville	AADAC (served by Edmonton AADAC) (427-4267)
	AID Service of Edmonton (Suicide prevention) (426-3242)	Vermilion	AADAC (served by Edmonton AADAC) (427-4267)
	Alberta Consumer & Corporate Affairs (427-5782)	Wetaskiwin	Minburn-Vermilion Health Unit (853-5270)
	Career Information Services (427-1794)		Wetoka Health Unit (352-3337)
	Edmonton Board of Health (482-1965)	Zone 4	
Edson	Human Rights Commission (427-5669)	Camrose	AADAC (672-1181)
	AADAC (723-8232)		Camrose Health Unit (672-3161)
	Alberta West Health Unit (723-4421)	Red Deer	AADAC (340-5274)
Hinton	AADAC (865-8263)		Alberta Consumer & Corporate Affairs (340-5241)
	Hinton Health Unit (865-2277)		Canadian Mental Health Association (Suicide Prevention) (427-2266)
Jasper	Jasper National Park Health Unit (852-4759)		Red Deer Health Unit (346-7741)
Leduc	AADAC (427-4267)	Zone 5	
	Leduc-Strathcona Health Unit (467-5521)		Edmonton Central Alberta (427-4267)

Zone 1

Banff

Front Mountain View Health Unit (780-279-2000)

Calgary

AADAC (297-3028)

Alberta Consumer & Corporate Affairs
(403-270-1700)

Calgary Health Services (226-2400)

Human Rights Commission (297-6571)

Mountain View Health Unit (275-2384)

Suicide Information and Education Centre
(249-3900)

Drumheller

AADAC (823-5740)

Drumheller Health Unit (823-3341)

Hanna

Big Country Health Unit (854-3325)

High River

Foot Hills Health Unit (552-3297)

Zone 2

Brooks

AADAC (362-7869)

Coaldale

Energy Services & Environmental Health Unit
(403-244-1111)

Fort Mcmurray

Chinook Health Unit (553-4451)

Lethbridge

AADAC (381-5183)

Alberta Consumer & Corporate Affairs
(381-5360)

Lethbridge Health Unit (327-2166)

Canadian Mental Health Association
(Suicide Prevention) (256-6775)

Medicine Hat

AADAC (529-3582)

Alberta Consumer & Corporate Affairs
(529-3535)

Medicine Hat Health Unit (526-7950)

Canadian Mental Health Association
(Suicide Prevention) (529-6011)

Okotoks

Okotoks Health Unit (403-2660)

CAREER INFORMATION HOTLINE: ZENITH 22140

APPENDIX F

QUICK REFERENCE FOR SOURCES OF ASSISTANCE

TOPIC	TEACHER RESOURCE MANUALS	CURRICULUM CONTACTS (Appendix D)	ALBERTA EDUCATION	COMMUNITY ORGANIZATIONS	COLLEAGUES	IMPLEMEN- TATION MANUAL	GOVERNMENT AGENCIES (Appendix E)	ACCESS VIDEOTAPES	SCHOOL ADMINISTRA- TION
Evaluating Students	✓	✓	✓		✓	✓		✓	
Planning Lessons	✓	✓	✓		✓	✓		✓	
Interpretating Learning Expectations	✓	✓	✓		✓			✓	
Identifying and Using Guest Speakers	✓	✓	✓	✓	✓		✓	✓	
Identifying Inservice Support	✓	✓	✓	✓	✓		✓	✓	
Enrichment/ Remediation	✓	✓	✓	✓	✓		✓		
Dealing with Sensitive Issues	✓	✓	✓		✓		✓	✓	✓
Selecting the CALM Teacher	✓				✓	✓			✓
Involving Parents	✓								✓
Timetabling CALM		✓			✓	✓			
Budgeting for CALM			✓				✓		
Preparing Course Outlines and Lesson Plans	✓	✓			✓	✓			✓
I.O.P	✓	✓	✓			✓			✓



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